VISUAL MEDIA-BASED ENGLISH TEACHING AT THE 11 TH GRADE OF AL-FALAH AL-ISALMEE SCHOOL, BANNANG SATA DISTRICT, YALA-THAILAND

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ABSTRACT

Al-Falah Al-Islamee School is located in Bannang Sata District, Yala Province-Thailand. Al-Falah is a school located in the border area between southern Thailand and Malaysia. This school is located in the village but has great expectations to be able to compete with other schools. One of the efforts to improve the quality of education is starting from teaching. Teaching English in Al-Falah is very important, this is done to prepare students to be able to communicate well. The problem of students in learning English is that they cannot be active and consider English difficult. Of course, it is the teacher's responsibility to be able to make the students understand by teaching them.

The purpose of this study was to find out how the activity and effectiveness of English learning by Al-Falah Al-Islamee teachers based on planning stages of teaching, stages of teaching implementation, and teaching evaluation stage. In this case, the teacher of Al-Falah Al-Islamee has chosen visual media-based English teaching to make the atmosphere of student learning active, creative, and effective. In other words, students can easily understand English language learning.

The research method used is a qualitative descriptive method. The research subjects are principals, English teachers, and students. The object in this study is a learning model using visual media-based English teaching. The data collection technique carried out in this study was a triangulation of data namely observation, interviews, and documentation. The data analysis technique in this study was the reduction of display data and verification and then analyzed using qualitative descriptive analysis. The result of this study are that the development of learning using visual media-based English teaching is very effective, this can be seen from students who enthusiastically follow classroom learning and confidence in telling the events of the text. So that these learning activities support in achieving student learning achievements.

Keywords: *Visual Media and English Teaching*.

Introduction

English is an international language. In other words, English is the official language used by all people on this earth. No wonder if in the process of teaching English there are many methods or techniques developed. This

happens to make it easier for students to understand English. Teaching is a process of interaction between teachers and students to achieve a predetermined goal [1]. English language teaching has been developed with various developments in each school or other educational institutions.

One effort to improve the learning process is the use of effective media by adjusting students' abilities [2]. This aims to improve the quality of student understanding in the learning process. The quality of learning can be conceptualized by the education system itself, where educators provide stimuli to students to provide motivation, so students are interested and active in learning. Improving the quality of education should be done regularly because the quality of education will determine the quality of students.

One of the students' characteristics is that they remember better toward the real things around them than abstract ones [3]. The use of learning media can stimulate students to be more enthusiastic in learning [4]. Learning media is a very important element in the learning process because through learning media students are able to feel the material that they learn in real terms. Understanding of students in receiving learning can be seen from the methods conveyed by the teacher to students. Over time, the learning method must be increasingly creative because the development of education is increasingly rapid. This is the biggest challenge faced by teachers to continue to think actively, creatively and innovatively in conducting the learning process.

The Ma'had Al-Falah Al-Islamee School is one of the private educational institutions in the Bannang Sata District, Yala Province-Thailand. Al-Falah is a school that attracts many people, this can be seen from students who study from outside the area to Al-Falah. This happened because Al-Falah implemented two branches of education, including religious education and academic education. In the learning process, the teacher is active and creative in conceptualizing teaching, whether in religious education or academic education. This can be seen from the methods used by the teacher in teaching. This learning process makes students interactive in following the learning.

English in Bannang Sata District, Yala Province-Thailand is a foreign language. This happened because Bannang Sata District, Yala Province-Thailand was located in the border area between two countries namely southern Thailand and Malaysia. In general, the people of southern Thailand or known as the Pattani people are the people with the largest majority of Muslims in Thailand and the first language is the Tanning Malay, the second language is

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[1] A. Chaedar Alwasilah, *Islam Culture and Education: Essay on Contemporary Indonesia* (Bandung: PT Remaja Rosdakarya, 2014), 135.

[2] Hujair A. H Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insania Press, 2009), 1–2.

[3] Jeremy Harmer, *The Practice of English Language* (Harlow United Kingdom: Pearson Education Limited, 2001).

[4] Basirudin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), 11.

Thai, and the third language or foreign language is English. So, do not be surprised if English in Pattani society is a language that is not too prioritized. Even though English is not prioritized in daily life, Pattani students consider that English is a very important language, this is due to communicating with the world community and competing in work.

Based on the author's observation of learning English in Al-Falah Al-Islamee, the author found several problems for students in understanding English. This can be seen from the use of English by students in the classroom and in the school environment. Students tend to not be confident and think English is a difficult language. This happens because the use of methods used by the teacher so far still does not provide awareness to students that English is an international language.

The problem faced by Al-Falah students in mastering English is the teacher's responsibility in teaching. So that on this occasion the teacher analyzes student weaknesses to improve students' abilities. The teacher finds students' weaknesses in reading and speaking. Both of these encourage teachers to make learning methods that can improve students' ability in reading and speaking. Based on the problems faced by Al-Falah students above, the teacher chooses visual media-based English teaching to improve students' ability in reading and speaking. The teacher focuses on improving both of these abilities because both of these are the basic abilities of a person in understanding English.

VISUAL MEDIA-BASED ENGLISH TEACHING

1. The Implementation of Visual Media-Based English Teaching

    Good learning activities are learning activities that are able to make the learning environment come alive. Life means the relationship of interaction between teachers and active students. So the learning material discussed can work well. The efforts of teachers to understand their students are very important. This is based on students' understanding of learning in or outside the classroom. Because the size of the student understands learning is able to practice the lesson on the surrounding environment. The teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make students more motivated to study [5].

    The effectiveness of learning in the classroom can be seen from the teacher's procedures in explaining. Effective teaching can be seen from the methods used by the teacher in the class. The teacher can use some methods

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[5] Nuari Larasati dan Abdurrachman Faridi, "The Effectiveness Of Simulation Board Game to Improve Speaking Skill In Descriptive Text To the Tenth Grade Student Of SMA Negeri 2 Wonosobo," *Journal of English Language Teaching* 7 (2018): 2.

in learning processes to help the students' understanding of the material that is explained [6]. In this case, the method associated with teaching above is the use of learning media as a solution to understand students in the process of learning English.

Al-falah Al-Islamee is one of the educational institutions that implement learning media in teaching English. Learning media-based is applied to English teaching. In applying this media, students can be more active, creative and innovative in participating in the learning. Because in this media students prefer the practice of speaking.

2. Visual Media-Based English Teaching

The teaching media by applying visual media-based English teaching is one method that combines two media elements. Visual learners are learning by seeing. This learning is designed to improve visual memory presented with pictures, in the form of diagrams, graphics, maps, posters, and displays [7].

In this study, researchers have conducted observations in Al-Falah Al-Islamee School which applied visual media-based English teaching. In the teaching process, the teacher teaches using visual media in the form of a picture [8]. This is related to the statement that was revealed by Alan Pritchard. The theory in the book is in accordance with teacher teaching activities at Al-Falah Al-Islamee School. But in this case, Al-Falah Al Islamme School does not only focus on images but collaborates by using exposition text.

According to Miss Husna Mama in Interview (21st March 2019) [9].

"Basically, the use of visual media cannot be taught when there is no other material assistances. So on this occasion, I collaborate between picture media and text exposition. The reason why I took the text of the exposition was that in the text there were things that needed to be explained with the picture media. The material contained in this text is knowledge about animals in the surrounding environment. This course makes it easy for students to understand the explanations of the pictures. In other words, picture media really helps the learning process in the classroom."

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[6] Larasati dan Faridi, 2.

[7] Alan Pritchard, *Ways of Learning, Learning Theories and Learning Styles in the Classroom* (New York: Madison Avenue, 2009), 44.

[8] Pritchard, 44.

[9] Husna Mama, The English Teacher of Al-Falah Al-Islamee School, Bannang Sata District, Yala-Thailand, 21 Maret 2019.

Teaching Method

Methods and techniques are ways that are used in guidance during the learning process to students [10]. The method in teaching is crucial to students' understanding. If the method taught by the teacher is not pleasing to the students, then the method can be considered a failure and vice versa. Teaching is more than a set of methods [11]. This indicates that the teaching method is very important to make students understand the material thought.

Al-Falah Al-Islamee School applied the visual media-based method in English teaching by interacting directly with students, making small group discussions and sharing texts and pictures to be described. This is greatly appreciated by students because students seem to be able to interact with the images given by the teacher.

The process of teaching methods is taught in the classroom as follows:

a. Evaluation of Visual Media-Based English Teaching

Evaluation is a process of measuring students' abilities through tests. This is done to ensure that students understand the learning material they are learning. Evaluation activities must be based on general principles in order to obtain better evaluation results [12]. There are five general principles that can help in the evaluation process including the principles of quantity, competence, fairness and objectivity, cooperation and practicality [13].

Teachers at Al-Falah Al-Islamee apply the evaluation concept above because the principle of evaluation is effective in giving an assessment to students.

1) Assessment process

The assessment process is the core of learning activities. The implementation of this learning process is able to identify between students who have a high level of intelligence with students who have abilities below it. The evaluation is a form of effort made to carry out an evaluation in accordance with the evaluation plan.

2) Result Assessment

Result assessment is a value that describes the ability of students to follow the evaluation process. This process can be seen based on student activities in the classroom. The activity was able to become a

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[10] Agustinus Hermino, *Manajemen Berbasis Sekolah di Daerah 3T dan Perbatasan di Indonesia, Kajian Teoritis dan Praktis dalam Maenejemen Pendidikan* (Bandung: Alfabeta, 2007), 18.

[11] Allan Crawford, *Teaching and Learning Strategies for The Thinking Classroom* (New York: The International Debate Education Association, 2015), 10.

[12] St Marwiyah, Khaerul Ummah, dan Alaudin, *Perancangan Pembelajaran Kontemporer, Berbasis Penerapan Kurikulum 2013* (Yogyakarta: Deepublish, 2018), 371.

[13] Marwiyah, Ummah, dan Alaudin, 373.

teacher's benchmark to further improve the learning and evaluation methods that were carried out.

Al-Falah Al-Islamee teacher marks students who have good results in carrying out the assessment process. And as for students who characterize already understand about the learning is characterized by being able to master the material, fluent in presenting images and not nervous when speaking in front. The students who have good assessment results are as follows:

b. Types and Steps of Visual Media-Based English Teaching

1. Types of Visual Media-Based English Teaching

Types of visual media-based English teaching are one way to facilitate students' understanding of the learning process. The type used in this learning process is a picture of animals found in the "Upstream u.5 Student's Book". The core text described in this study is "Nature Attacks!" Which tells the life of animals, among others: killer bees, locusts, jellyfish, cricket, flies.

Visual media-based and aids add interest and often add meaning in a way that words can't. There are five types of visual media learning namely, flashcards, drawings, photos, videos, and realia [14]. In this case, the teacher uses photos or pictures in teaching. The teacher chooses the media because the photo is something that can be seen and can be modified as desired.

The following are teaching material used by the teacher in the use of visual media in teaching English:

Picture. 1 Teaching Material, Exposition Text

Note: the text above was chosen by the teacher as teaching material for visual media in English teaching because the text above has a relationship with the method the teacher applied.

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[14] Jo Ace, *Pedagogy and Practice: Teaching and Learning in Secondary Schools* (Norwich: Raising Standards, 2004), 69.

2. Steps of Visual Media-Based English Teaching

As has been known beforehand that in learning English the teacher of Al-Falah Al-Islamee School has used image media. In the learning process, the teacher divides into five steps are guessing, matching, reading, concluding and explaining. The five steps are carried out in one meeting that has been prepared beforehand. This activity was taken based on research by the author at the 11th Grade of Al-Falah Al-Islamee School.

As for the steps taken in the learning process are as follows:

1) Guessing: The teacher shows pictures to students as teaching materials to be used.

Picture 2. Guessing a Picture

Note: the picture above explains that the teacher is giving questions about the picture that will be used as a learning medium, students are directed to guess the picture that the teacher is holding.

2) Matching: The teacher shares pictures to students to match the text that is already in the student book.

Picture 3. Matching Process

Note: the picture above explains that the teacher is giving directions to students about how to match the picture with the text that has been provided.

3) Reading: Students read the text and see pictures to draw conclusions.

Picture 4. Reading Process

Note: the picture above explains the teacher is controlling students who are carrying out the process of reading texts.

4) Concluding: students make conclusion from text and picture using easy language.

Picture 5. Concluding Process

Note: the picture above explains that the teacher is controlling the students who are making conclusions from the pictures and text for later presentation.

5) Explaining: students retell what they read by combining their pictures using their own language.

Picture 6. Explaining

Note: the picture above shows that students are presenting using the media of pictures that have been matched with the text and discussed with their group friends.

The implementation of visual media-based on this occasion went well. In the implementation of the teaching and learning process activities are arranged neatly by the teacher. This teaching and learning activity consist of five steps including guessing, matching, reading, concluding, and explaining.

Results

1. The Concept of Visual Media-Based English Teaching

By using the learning method teachers and students are able to work together in understanding the material determined by the government. In the process of learning Al-Afalah Al-Islamee using visual media-based methods in English teaching, it is able to make students understand learning and make students more active, creative, and effective in the classroom.

Student activeness is a sign that the teaching delivered by the teacher is able to be well received so that there is no sense of rejection in accepting the learning or there is no such thing as a failure to understand. Learning activities using the visual media method are very effective learning pressures. This effectiveness can be seen from the enthusiasm of students in following the learning process in the classroom so that students are able to adapt well to the material, teachers, and friends around [15]. According to Hasbullah Darakai in the interview (12th March 2019).

"Al-Falah Al-Islamee has the principle of educating all students with an exception. Everything related to the teaching and learning process is always supported by the school, so that it is able to realize a good and effective learning system."

Based on the process of using the method of teaching English through Visual Media-Based English Teaching, it has a relationship with the Al-Falah Al-Islamee school. Because the teaching process using learning media in the form of visual media-based English teaching was done well by one of the teachers from Al-Falah Al-Islamee school. All the processes contained in the teaching have elements that support the use of the instructional media. This is done to prepare and aim for students to be better in the future teaching and learning process. The teaching process by using visual media-based English teaching at Al-Falah Al-Islame has three steps in carrying out it, including the planning of problem-solving, implementation of teaching and evaluation of teaching. As for the steps as follows:

a. Planning of teaching

Planning of teaching conducted by Al-Falah Al-Islamee School has gone well. It is based on the teaching process that has been done in the classroom. This planning of teaching is related to the number of processes that have been summarized in one year or includes annual programs, semester programs, and lesson plans. This shows that the process carried out by Al-Falah Al-Islamee in implementing learning using visual media-based English teaching went well. This achievement

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[15] Hasbullah Darakai, The Headmaster of Al-Falah Al-Islamee School, Bannang Sata District, Yala-Thailand, 12 Maret 2019.

indicator can be seen from the contents of the annual program that directs in detail about the teaching process.

b. Implementation of teaching

The second process in planning teaching programs is the implementation of teaching. In this process, Al-Falah Al-Islamee School provides diverse but effective teaching to do. The implementation of teaching is seen from the observations of students who will be taught and the impact in the future after doing this method. Al-Falah Al-Islamee teacher has designed and compiled media that are suitable to be applied in the classroom. In it is implementation, the teacher always pays attention the type of teaching, the goals, and characteristics contained in it, so that this is in line and one teaching goal and able to be welcomed by the students. In this case, Al-Falah Al-Islamee applied visual media-based English teaching, in the application of this medium the teacher used several stages including:

1) Preparation phase: the teacher gives a greeting and explaining the method to be taught and the student prepares the learning that will be followed.

2) Grouping stage: the teacher divides students into ten groups and each group consists of five students.

3) Stage of discussion: the teacher divides the image and instructs students to analyze the text and the image.

4) Stage of presentation: the teacher provides an opportunity for those who want to present earlier and after that, the teacher directs one by one of the students.

5) Evaluation stage: the teacher reviews a little about the material provided and gives questions to students to find out how far students understand in capturing the learning.

From this stage, students are perceived to be understanding because they are able to answer and interpret answers according to their respective languages.

c. Evaluation of teaching

In the process of assessment of teaching Al-Falah Al-Islamee uses seeing the effectiveness of students from the beginning of seeing the picture to presenting the image. This process gives many colors to students because students are required to be able to balance between steps one with the other steps. This activity is carried out to all students in the class, this assessment process works well because in each delivery the teacher always pays attention to smarter students and less intelligent students, so students do not feel burdened on this method. The purpose of this assessment is to measure students' ability to

understand the material that has been taught from the beginning to the end of learning.

2. Analysis Types and Steps Visual Media-Based English Teaching

The use of visual media-based English teaching that is applied in Al-Falah Al-Islamee School is something very interesting. Because this learning media has a simple class and is much favored by students. Learning conducted focuses on three core teachings including reading, analyzing, and presenting. The steps were taken by students through: guessing, matching, reading, concluding, and explaining.

a. Guessing: this activity is carried out in the first part of teaching by the teacher, looks able to attract students' attention with media and simple instructions.

b. Matching: this activity is offered after guessing the picture, in this activity students are directed by the teacher to be able to match the pictures with the text that has been provided, this activity runs well and students are enthusiastic in analyzing the pictures.

c. Reading: in this activity students pay attention back to the content contained in the text and occasionally see the images that have been provided, this helps students to be more careful in reading.

d. Concluding: in this activity students conclude as a whole between the core text with the pictures that have been provided

e. Explaining: in this activity, students retell to friends in front of the class using their respective languages, in presentations students work together with each other. In other words, students share material that will be discussed.

The five points above are the way the teacher packs a method to look dancing and have effective values when done.

3. Analysis the Advantage

The advantages of this method are not only seen from the effectiveness of good teaching but can also be seen in terms of student output after carrying out classroom learning. The strengths that have happened are how good it can be to be maintained and enhanced because the visual media-based English teaching method is very effective in learning and makes students easy to understand. Besides, this is very helpful for students in carrying out their daily activities both of the classroom or even in the school environment.

4. Analysis the Disadvantage

Shortcomings that occur in teaching using English-based visual media teaching is that the first picture is unclear, this can be overcome by the way students who are presenting can walk to other students so that the picture will be clear and the message delivered properly. The second is that students lack focus between the picture presented and the points in the

reading text, this can be overcome by students making small notes during the presentation but not reading it. Finally, students are in a hurry to follow the path or steps that have been given by the teacher. This is influenced by the lack of mastery of English. Because we all know that for Pattani-Thai people, English is not a second language but a third language or a foreign language.

5. Analysis the Problem

A problem is an event that will and is happening in an activity. Process problems always arise with problem-solving. This happens because each problem reflects the quality of the activities to be carried out. In the teaching process through visual media-based English teaching problems that arise in accordance with the stages of the activities carried out. The problem in question is the conceptualization of teaching and learning activities which include the following:

a. Supporting facilities such as pictures, the teacher can make a bigger picture so that it is visible.
b. Learning in class is not conducive, the teacher can adjust the rhythm of teaching so that students can be calm in following the learning process.
c. The teacher gives directions that time is one of the most important references in learning, so students can conceptualize presentations well.

These three problems can be overcome by the teacher by maximizing the concept of teaching starting from the use of teaching media, the course of teaching, and time in the teaching process.

Conclusion

Based on the results of research using visual media-based English teaching at Al-Falah Al-Islamee School, the authors conclude that the use of visual media-based English teaching in Al-Falah Al-Islamee School at the 11th grade runs well, based on planning stages of teaching, stages of teaching implementation, and evaluation of the stages of teaching.

The application of visual media-based English teaching at the 11th grade of Al-Falah Al-Islamee School has a focus on the types, steps, objectives, and characteristics of the subject matter. Besides, the steps chosen by the teacher in applying the method are very easy and effective. So that these learning activities support in achieving student learning achievements.

In the use of media-based English teaching in Al-Falah Al-Islamee School at the 11th grade this method teaches us that learning English will be more accepted by students when using educative and interesting media. In the future, this can be useful and motivating for me, teachers and readers to create a fun and interesting learning environment.

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